

Slovanski jeziki

**v šolstvu, znanosti,
literaturi in kulturi**

Slavic Languages

**in Education, Science,
Literature and Culture**

Zbornik povzetkov in program
Uredili: Lidija Rezoničnik in Nina Zavašnik

Mednarodno
znanstveno
srečanje mladih
humanistov

International
Conference for
Young
Humanists

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Slavic Languages in Education, Science,
Literature and Culture



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Organizatorji / Organizers

Študentska sekcija Slavističnega društva Slovenije

Student Section of Slavic Society Slovenia

Lidija Rezoničnik je na Filozofski fakulteti Univerze v Ljubljani zaključila študij germanistike in polonistike, nato pa na Oddelku za slavistiko iste fakultete doktorirala z disertacijo *Poljski in slovenski literarni kanon obdobja modernizma v filmski adaptaciji*. V svojih raziskavah se ukvarja zlasti z modernizmom v poljski in slovenski literaturi ter interdisciplinarnim povezovanjem literature in filma v okviru filmskih adaptacij. Rezultate svojih raziskav je predstavila na konferencah v Salzburgu, Budimpešti, Baslu in Ljubljani ter v revijah *Primerjalna književnost* in *Jezik in slovstvo*.

Lidija Rezoničnik concluded study of German and Polish philology at the Faculty of Arts, University of Ljubljana. At the Department of Slavistics at the same Faculty she achieved her PhD with the dissertation *The Polish and Slovenian Literary Canon from the Period of Modernism as Film Adaptation*. In her researches, she mainly deals with Modernism in Polish and Slovenian literature, as well as interdisciplinary relations between literature and film (film adaptations). She presented results of her research at conferences for Slavists in Salzburg, Budapest, Basel and Ljubljana and in the articles published in the scientific journals *Primerjalna književnost* and *Jezik in slovstvo*.

Nina Zavašnik je na Filozofski fakulteti Univerze v Ljubljani diplomirala na študijskih smereh Nemški jezik in književnost ter Hrvaški, srbski in makedonski jezik s književnostmi in je doktorska študentka na Inštitutu za slavistiko na Univerzi Karla Franca v Gradcu. V doktorski disertaciji piše o medmetih v južnoslovanskih jezikih. Področja njenega raziskovanja so: morfologija, zlasti nepregibne besedne vrste, socio-in psiholingvistika, komparativna slovnica, lažni prijatelji, kletvice in vulgarizmi. Trenutno je zaposlena na projektu *Postcarding Lower Styria: narod, jezik in identitete na spodnještajerskih razglednicah (1885–1920)*, ki poteka na Inštitutu za slavistiko Univerze Karla Franca v Gradcu. Rezultate svojih raziskav je predstavila

na različnih konferencah mladih lingvistov oz. slavistov v Budimpešti, Zagrebu, na Dunaju, v Novem Sadu, Ljubljani in Innsbrucku oz. v člankih v strokovnih monografijah.

Nina Zavašnik graduated from German language with literature and Croatian, Serbian and Macedonian language with literatures at the Faculty of Arts, University of Ljubljana and is PhD student at the Institute for Slavistics on the University of Graz. In her doctoral thesis she is writing about Interjections in south Slavonic languages. Her field of interests are morphology, especially indeclinate part of speech, socio-and psycholinguistics, comparative grammar, false friends, swearwords and vulgarisms. Currently she works on the project *Postcarding Lower Styria: Nation, Language and Identities on Picture Postcards (1885–1920)* at the Institute for Slavonic studies on the University of Graz. She presented the results of her research on different conferences for young linguists or slavists in Budapest, Zagreb, Vienna, Novi Sad, Ljubljana and Innsbruck and in papers in monographies.

Pomoč pri organizaciji / Other members of the organisational team

Barbara Kopač, doktorska študentka Humanistike in družboslovja, smer Slovenistika, Filozofska fakulteta, Univerza v Ljubljani / Ph. D. student of Humanities and Social Sciences, Slovene Studies, Faculty of Arts, University of Ljubljana

Luka Kropivnik, študent slovenistike in rusistike, Filozofska fakulteta, Univerza v Ljubljani / Student of Slovene and Russian philology (BA), Faculty of Arts, University of Ljubljana

Konferenčni program

Conference program

Slovanski jeziki v šolstvu, znanosti, literaturi in kulturi

Slavic Languages in Education, Science, Literature, and Culture

Petek 22. september 2017, Filozofska fakulteta Univerze v Ljubljani, Aškerčeva 2, Ljubljana

Friday, 22. september 2017, Faculty of Arts, University of Ljubljana, Aškerčeva 2, Ljubljana

Ura	Prostor	Vsebina
8.00–9.00	Pritličje FF / Ground Floor	Prijava / Registration
9.00–9.30	Pred. 34 / Room 34	Odprtje konference in slavističnega kongresa / Conference and Slavic Congress Opening
9.45–12.20	Pred. 18 in 018 / Rooms 18 and 018	1. in 2. sekcija (vzporedno): predstavitve referatov / Parallel Sessions: Session 1 and 2
12.20–14.00		Kosilo / Lunch
14.00–15.30	Pred. 18 in 018 / Rooms 18 and 018	3. in 4. sekcija (vzporedno): predstavitve referatov / Parallel Sessions: Session 3 and 4
15.30–16.00	Pred. 18 / Room 18	Zaprtje konference s podelitvijo potrdil o udeležbi / Conference closing, handing out of Certificates of participation
16.00–17.00		Literarni sprehod po Ljubljani, vodi: Alojzija Zupan Sosič / Along the Literary Route of Ljubljana, guided by: Alojzija Zupan Sosič
19.00		Neformalno družabno srečanje in večerja (skupaj s Slavističnim kongresom) / Informal meeting and dinner (together with the Slavic Congress)

1. sekcija / 1st Session

Vodja sekcije / Chair person: Nina Zavašnik

Predavalnica / Room: 18

Ura / Time: 9.45–12.20

9.45–10.05	Maja Šebjanič Oražem, Univerza v Ljubljani, Filozofska fakulteta / University of Ljubljana, Faculty of Arts Usposobljenost učiteljev začetnikov za poučevanje materinščine / Qualification of the beginning teacher for teaching Slovene	SLO
10.05–10.25	Špela Antloga, Univerza Karla Franca v Gradcu / Karl-Franzens- Universität Graz Reprezentacija spolov v slovenskem medijskem diskurzu: kognitivno-diskurzivni vidik / Representation of genders in Slovene media: cognitive discourse analysis	SLO
10.25–10.45	Tjaša Markežič, Univerza v Mariboru, Filozofska fakulteta / University of Maribor, Faculty of Arts Tvorba feminativov v slovanskih jezikih / Formation of feminatives in Slavic languages	SLO
10.45–11.00	Diskusija / Discussion	
11.00–11.30	Odmor za kavo / Coffee break	
11.30–11.50	Barbara Kopač, Univerza v Ljubljani, Filozofska fakulteta / University of Ljubljana, Faculty of Arts Morfološko-skladenjske posebnosti političnega govora v slovenskem in ruskem jeziku / Morphological and syntactic exceptions in political speech in Slovene and Russian language	SLO
11.50–12.10	Urška Vranjek Ošlak, Univerza v Ljubljani, Filozofska fakulteta / University of Ljubljana, Faculty of Arts Frazeološkost večbesednega kolesarskega izrazja / Phraseological features of terminology on the case of multi-word cycling phrases	SLO
12.10–12.20	Diskusija / Discussion	

2. sekcija / 2nd Session
Vodja sekcije / Chair person: Lidija Rezoničnik
Predavalnica / Room: 018
Ura / Time: 9.45–12.20

9.45–10.05	Svetlana Pakhomova, St. Petersburg State Budgetary Professional Educational Institution »Petrovsky College« Феномен возрастающей популярности образовательного проекта "Тотальный диктант" / The phenomenon of increasing popularity of the educational project "Total dictation"	ANG / ENG
10.05–10.25	Wojciech Sajkowski, Univerza Adama Mickiewicza v Poznanju / Adam Mickiewicz University of Poznan La langue illyrique – the image of South Slavic languages in French perspective in the Napoleonic era	ANG / ENG
10.25–10.45	Aleksandra Wojtaszek, Jagiелonska Univerza / Uniwersytet Jagielloński / Jagiellonian University Burek czy zapiekanka? Wyzwania związane z przekładem współczesnej literatury chorwackiej na język polski / Burek or zapiekanka? Challenges related to translation of contemporary Croatian literature into Polish	POL
10.45–11.00	Diskusija / Discussion	
11.00–11.30	Odmor za kavo / Coffee break	
11.30–11.50	Barbara Rzeźniczak, Ślezijska Univerza v Katowicach, Filološka fakulteta / Uniwersytet Śląski w Katowicach, Wydział Filologiczny / Silesian University of Katowice, Faculty of Philology Język jako nośnik kultury w polskim przekładzie powieści Gorana Vojnovicia »Čefurji raus!« / Language as a culture medium in the Polish translation of the Goran Vojnović's novel »Čefurji raus!«	POL
11.50–12.10	Weronika Woźnicka, Ślezijska univerza v Katowicach / Uniwersytet Śląski w Katowicach / Silesian University of Katowice Słowenia oczami Polaka, czyli polskie przekłady elementów kulturowych w esejach Draga Jančara / Slovenia by Poles - Polish translations of cultural elements in Drago Jancar's essays	POL
12.10–12.20	Diskusija / Discussion	

3. sekcija / 3rd Session
Vodja sekcije / Chair person: Nina Zavašnik
Predavalnica / Room: 18
Ura / Time: 14.00–15.30

14.00–14.20	Александра Томић / Aleksandra Tomić, Univerza v Novem Sadu, Filozofska fakulteta / Филозофски факултет Нови Сад / Faculty of Philosophy, Novi Sad Улога лектора у раду са страним студентима / The role of lector in working with foreign students	SRB
14.20–14.40	Ljiljana Pticina (Ptitsyna), Univerza v Novem Sadu, Filozofska fakulteta / University of Novi Sad, Faculty of Philosophy Podučavanje srpskog jezika kao stranog – prednosti i nedostaci / Online teaching of Serbian as a foreign language – advantages and disadvantages	SRB
14.40–15.00	Gordana Aleksova, Univerza sv. Cirila in Metoda v Skopju, Filološka fakulteta »Blaže Koneski« / Univerzitet „Sv. Kiril i Metodij“ – Skopje, Filološki fakultet „Blaže Koneski“ Preveduvanje vo nastavata po J2 / Преведувањето во наставата по J2 / Translation in the teaching of an L2	MAK/ MAC
15.00–15.20	Elvira Mezit, Mostar Feminističke strategije u romanima „Frida ili o boli“ i „Dora i Minotaur“ Slavenke Drakulić / Feminist strategies in novels „Frida's Bad“ and „Dora and The Minotaur“ by Slavenka Drakulic	BOS
15.20–15.30	Diskusija / Discussion	

4. sekcija / 4th Session

Vodja sekcije / Chair person: Lidija Rezoničnik

Predavalnica / Room: 018

Ura / Time: 14.00–15.30

14.00–14.20	Veronika Šoster, Univerza v Ljubljani, Filozofska fakulteta Ljubljana / University of Ljubljana, Faculty of Arts Predstavitev prevajanja iz slovaščine v slovenščino na primeru avtorskih prevodov poezije Karola Chmela / Presentation of translating from Slovakian to Slovenian on the case of copyrighted translations of Karol Chmel's poetry	SLO
14.20–14.40	Luka Kropivnik, Univerza v Ljubljani, Filozofska fakulteta Ljubljana / University of Ljubljana, Faculty of Arts Besedila ruskih avtorjev v slovenskih osnovnošolskih berilih od leta 1945 / Texts by Russian authors in the Slovene primary school readers since 1945	SLO
14.40–15.00	Ivana Zajc, Univerza v Ljubljani, Filozofska fakulteta Ljubljana / University of Ljubljana, Faculty of Arts Jezik v Grumovi dramatiki / Language in dramatic writing of Slavko Grum	SLO
15.00–15.20	Martin Vrtačnik, Univerza v Ljubljani, Filozofska fakulteta Ljubljana / University of Ljubljana, Faculty of Arts Kognitivna znanost na Slovenskem in (odrski) govor / Cognitive science in Slovenia and the (theatre) speech	SLO
15.20–15.30	Diskusija / Discussion	

Povzetki

Abstracts

Slovanski jeziki v šolstvu, **S**znanosti, literaturi in kulturi

Slavic Languages in Education, **S**cience, Literature and Culture

1. sekcija / 1st Session

Usposobljenost učiteljev začetnikov za poučevanje materinščine

Dr. Maja Šebjanič Oražem

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Usposobljenost učitelja za opravljanje svojega poklica zahteva od njega razvitost ustreznih kompetenc. To usposabljanje za kompetentno opravljanje učiteljskega poklica se začne z dodiplomskim izobraževanjem in nadaljuje v okviru profesionalnega razvoja učitelja. Začetek predstavlja uvajanje učitelja začetnika v pedagoški poklic, ki je v Sloveniji organizirano na državni ravni in poteka pod vodstvom izkušenega praktika. V tem obdobju mora začetnik razviti (nadgraditi, razširiti) t. i. profesionalne kompetence za poučevanje, saj mu le-te omogočajo uspešno soočanje z zahtevami šolskega okolja. Za poučevanje slovenščine kot maternega/prvega jezika zajemajo profesionalne kompetence strokovne, splošne pedagoške, specialnodidaktične in kompetence za razvijanje ključnih zmožnosti učencev. Rezultati empirične raziskave, opravljene v okviru doktorskega študija, kažejo, da so začetniki ob vstopu v poklic dobro teoretično usposobljeni na področju temeljnih strokovnih in specialnodidaktičnih kompetenc, slabše pa na področju splošnih pedagoških in kompetenc za razvijanje ključnih zmožnosti učencev. Začetnikom manjkajo zlasti izkušnje in prenos teoretičnega znanja v prakso ter selekcija strokovnega znanja pri podajanju snovi. Več pozornosti namenjajo nižjim ravnam razumevanja tako umetnostnih kot neumetnostnih besedil, veliko manj pa višjim, ki zahtevajo od učenca kritično mišljenje. Zelo dobro pa so začetniki usposobljeni na področju digitalne zmožnosti. Razlogi za takšno situacijo izvirajo iz same

sistemske urejenosti uvajanja začetnikov v poklic kot tudi praktičnem uresničevanju ciljev tega organiziranega uvajanja začetnikov v poklic. To pa ima lahko dolgoročne posledice na pouk, saj se na začetku poklicne poti gradijo temelji nadaljnje poučevalne prakse. Tako učitelji začetniki pogosto kasneje pri samostojnem delu niso dovolj pozorni na mnoga področja, ki pripomorejo k uresničevanju ciljev pouka slovenščine.

Qualification of the beginning teacher for teaching Slovene

Teacher's qualification for performance of his profession demands development of suitable competences. This training starts with university education and it is continued during teacher's professional development. The beginning represents induction of the beginning teacher in teaching profession, that is in Slovenia organised on state level and that goes on under direction of seasoned practitioner. In this period teachers develop (upgrade, expand) professional competences for teaching, which enables them successfully cope with demands of school background. For teaching Slovene as a mother tongue/the first language teachers must have developed general, that is subject-independent, and subject-specific competences. Results of empirical research, finished in the frame of doctoral study, are indicating, that beginners are well theoretically qualified, but they do not have a lot of experiences and so they can not successfully transfer theoretical knowledge into practice. They are devoting much more to lower levels of understanding literary and nonliterary texts than to higher levels, which demand critical opinion of pupils. Beginners are qualified very well on field of digital ability. Reasons for such situation originate in systemic organisation of induction of beginning teachers in profession and also in practical implementation of induction goals. This can have long-term consequences per class, as foundations of further teaching practice are being built on the beginning of a professional way. Like this beginning teachers often later at an unaided work are not enough watchful on many fields, that contribute to implementation of class goals of Slovene.

Maja Šebjanič Oražem, doktorica znanosti s področja didaktike slovenščine. V raziskovalnem delu se ukvarja zlasti s kompetencami učitelja za poučevanje slovenščine kot maternega/prvega jezika, za kar je prejela posebno priznanje Slavističnega društva Slovenije za najboljšo doktorsko študentko. Je soavtorica novega učbeniškega kompleta za slovenščino v 7. razredu.

V zadnjem času se ukvarja tudi z didaktično izpeljavo pouka materinščine, s poudarkom na sprotnem spremljanju napredka učenca. Je članica razvojnega tima projekta Formativno spremljanje Zavoda Republike Slovenije za šolstvo, v okviru katerega pripravlja in izvaja različne oblike dela z učenci, zasnovane na sodobnih didaktičnih spoznanjih stroke. Piše in objavlja članke v strokovnih revijah, kot sta *Jezik in slovstvo* in *Slovenščina v šoli*. Objavila je 3 izvirne znanstvene članke, 1 znanstveni prispevek konference in 1 strokovni članek. Poleg tega se udeležuje mednarodnih posvetov, na katerih predstavlja njeno raziskovalno in praktično delo. Eden javno predstavljeni znanstveni prispevek na mednarodnem posvetu pa je bil tudi objavljen v zborniku znanstvenih prispevkov konference.

Maja Šebjanič Oražem, PhD in the field of didactics of Slovene. She engages in competences of the teacher for teaching Slovene as a mother tongue/the first language in her research part, for which she received special award of the Slavistic association of Slovenia for the best doctoral student for. She is the co-author of new textbook set for Slovene language in 7th class in primary school. Lately she has been researching the field of didactic/teaching of mother tongue, with emphasis on up-to-date pupil progress monitoring. She is a member of development team for the project of Formative assessment led by the National Education Institute of Slovenia. She is writing and publishing articles in science journals, such as *Jezik in slovstvo* (Language and Literature) and *Slovenščina v šoli* (Slovene at school). She has published three original science articles, one scientific posting for the international conference and one professional article. She is also taking part in international conferences, where she is presenting her research and practical work.

Reprezentacija spolov v slovenskem medijskem diskurzu: kognitivno-diskurzivni vidik

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V prispevku se posvečam kognitivno-diskurzivni analizi reprezentacije spolov v slovenskem medijskem diskurzu, s čimer skušam na podlagi kulturnospecifičnega sistema mentalnih

reprezentacij in procesov podati celovitejši vpogled v razmerje med produkcijsko (diskurzivno) in interpretacijsko (družbeno) prakso slovenskega jezika v medijih. Prispevek se z združitvijo dveh jezikoslovnih raziskovalnih metod – kritične analize diskurza, ki preučuje povezavo jezikovne rabe in ideologije oziroma reproduciranje nadvlade, neenakosti in zlorabe moči s pomočjo teksta in govora v družbenem in političnem kontekstu, ter kognitivnega jezikoslovja, ki po drugi plati temu pridoda razumevanje razmerja med jezikom in koncepti, ki jih imajo posamezniki oziroma skupnost o svetu – osredotoča na izrisovanje jezikovne slike razlikovanja pri konceptualizaciji spolov v slovenskih medijskih besedilih.

Representation of genders in the Slovene media: critical discourse analysis

Critical Discourse Analysis (CDA) is an approach which analyzes how language use encodes and enacts ideologies leading to social power abuse, dominance and inequality. On the other hand, a cognitive linguistics perspective deals with the relationship between language and conceptualization to show that our concepts of time, ideas or organizations are structured as metaphorical projections (mapping) from the knowledge we have about the world. A new methodological framework, combining CDA and Cognitive Linguistics approach, offers an insight to the relationship between discursive and social practices beyond linguistic and conceptual structure. This new methodological framework will show how language maintains the differences between conceptualization of genders through ideology and use of power in Slovene society, reflecting in system of mental representations and processes in language use of Slovene media.

Špela Antloga, doktorska študentka na Inštitutu za slavistiko Univerze v Gradcu z bolonjsko diplomom in magisterijem iz slovenščine in vzporedna študentka magistrskega programa Splošno jezikoslovje na Oddelku za primerjalno in splošno jezikoslovje Filozofske fakultete Univerze v Ljubljani. Raziskovalne izkušnje in interesi: novotvorjenke v slovenščini, slovenski medijski diskurz (kognitivno-diskurzivni pristop), kulturnoznačilne besede kot ključne besede slovenske kulture.

Špela Antloga, postgraduate student with masters in Slovene language and literature supported by an undergraduate degree in Slovene language. Research experience in the field of contemporary Slovene language, cultural linguistics and cognitive linguistics.

Tvorba feminativov v slovanskih jezikih

Tjaša Markežič

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Tvorba feminativov je tipična besedotvorna zmožnost slovenščine in drugih slovanskih jezikov. Feminativi se v slovenščini tvorijo na dva načina: (a) z dodajanjem ženskospolskega obrazila tvorjenkam moškega spola; (b) z zamenjavo celotnega ali le izglasnega dela obrazila moškospolskega obrazila z ženskospolskim ob isti podstavi; tako Toporišič (1966), Stramljič Breznik (1994/95), Korošec (1998), Jež (1998). Podobno velja v drugih slovanskih jezikih – ugotovitve ponujajo Ćorić (1982) in Klajn (2003) za srbsščino, Koneski (2003) za makedonščino, Zemskaja (2006) za ruščino, Lukašanec (1998) za beloruščino, Arkhanhelska (2014) za ukrajinščino, Mluvnice Češtiny (1986) za češčino, Furdik (2004) in Sokolova (2007) za slovaščino, Klčova (2009) in Pycia (2007) za poljščino, Babić (1991) za hrvaščino, Radeva (1991) za bolgarščino. Naš prispevek prinaša pregled izobčno- in izlastnoimenske feminativne tvorbe na podlagi ugotovitev navedenih jezikoslovcev. Pri tem smo dodajalna feminativna priponska obrazila razvrstili glede na to, s katerimi tipičnimi soglasniškimi izglasji moškospolskih obrazil se družijo, zamenjevalna obrazila pa glede na to, katera moškospolska obrazila zamenjujejo; v sklepu smo podali še primerjalni pregled. Opažamo pa, da nekateri slovenski jezikoslovci pri zamenjavi moškospolskega priponskega obrazila z ženskospolskim kot načinu modifikacijske izpeljave vidijo očitno podrejanje tvorbe poimenovanj za ženske osebe poimenovanjem za moške – take tvorjenke je mogoče razumeti kot navadne izpeljanke iz samostalnika z besedotvornim pomenom 'nosilka povezave'. Na to opozarja Irena Stramljič Breznik (2004), ki se sklicuje na Vidovič Muho (1997, 2003); mnenja glede tega so deljena tudi v nekaterih drugih slovanskih jezikih (npr. Barić 1987, Štebih Golub 2010).

Formation of feminatives in Slavic languages

Formation of feminatives is typical word-formational ability of Slovene and other Slavic languages. Feminatives in Slovenian language are formed in two ways: (a) by adding suffixes to male derivatives; (b) by replacement of the whole or only part of the masculine suffix; say Toporišič (1966), Stramljič Breznik (1994-95), Korošec (1998), Jež (1998). The same is true for other Slavic languages - the findings offer Ćorić (1982) and Klajn (2003) for Serbian, Koneski (2003) for the Macedonian, Zemskaja (2006) for Russian, Lukašanec (1998) for Belarusian, Arkhanhelska (2014) for Ukrainian, Mluvnice Češtiny (1986) for the Czech, Furdik (2004) and Sokolov (2007) for the Slovakian, Klčova (2009) and Pycia (2007) for Polish, Babić (1991) for the Croatian, Radeva (1991) for the Bulgarian. This article provides an overview of feminine formation on the basis of the findings of those linguists. The main focus is on which word-final sounds feminine suffixes combine with and which masculine suffixes they replace in exchange. In the final decision we have made a comparative review.

Some Slovenian linguists, when substituting a male gender suffix with one that refers to the female gender, can clearly see the subordination of the formation of people's names when naming women as men. Such formations can be seen as ordinary derivatives from nouns with the derivational meaning of 'connection carrier/holder'. This has been mentioned by Irena Stramljič Breznik (2004) and also refers to Vidovič Muha (1997, 2003). Opinions on this are divided in the case of other Slavic languages (Barić 1987, Štebih Golub 2010).

Tjaša Markežič, po opravljeni splošni maturi na Prvi gimnaziji Maribor se je v študijskem letu 2005/2006 vpisala na še takratno Pedagoško fakulteto UM in septembra 2010 zaključila univerzitetni študij slovenskega jezika s književnostjo in zgodovine na Filozofski fakulteti UM. V študijskem letu 2010/2011 se je prav tam vpisala v 1. letnik doktorskega študijskega programa Slovenistične študije, smer Slovenski jezik – sinhronija. Od 1. septembra 2012 je na Prvi gimnaziji Maribor zaposlena kot profesorica slovenščine. Je članica šolske maturitetne komisije, vodja šolskega tekmovanja za Cankarjevo priznanje iz znanja slovenščine in stalna sodelavka na državnih stopnjah tega tekmovanja, mentorica treh raziskovalnih nalog in zbornika literarno nadarjenih dijakov. Sodelovala je tudi pri dveletnem projektu Zavoda za šolstvo, E-šolska torba. Osrednje raziskovalno področje njenega znanstvenega dela je besedotvorje.

Rezultate je objavila v enem izvirnem in enem preglednem znanstvenem članku, ugotovitve pa je predstavila tudi na dveh mednarodnih konferencah in na Slavističnem kongresu 2011.

Tjaša Markežič, after graduating from Prva gimnazija Maribor, she enrolled in then Pedagoška fakulteta UM in 2005/2006. She got a university degree in the Slovene Language and Literature and a History degree at Filozofska fakulteta UM in 2010. She enrolled in doctoral study programme in Slovene studies, the Slovene language - synchrony at Filozofska fakulteta in 2010/2011. Since 1. September 2012 she has worked as a Slovene teacher at Prva gimnazija Maribor. She is a member of the School Matura Commission, the head of school Cankar Award Competition as well as a permanent associate of the national Cankar Award Competition. She was also a Research paper mentor, mentor of the anthology of literary talented students. She participated in the two-year project of the Institute of Education, e-School Bag.

The core research area of her scientific work is word formation. The results were published in an original scientific article and a review scientific article. She also presented her findings at two International conferences and the Slavic Congress 2011.

Morfološko-skladenjske posebnosti političnega govora v slovenskem in ruskem jeziku

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Namen prispevka je tipološko predstaviti bistvene razlike v morfološko-skladenjskih posebnostih v političnem govoru v slovenskem in ruskem jeziku. Oba jezika se namreč razvijata in delujeta v visoko kontekstualnih družbah, kar pomeni, da ima vsaka posamezna beseda v jeziku veliko težo.

Izbrani in analizirani so govori posameznikov, podani na različnih vrhovnih srečanjih. V izogib sodbam ostajajo vsi analizirani govorci neimenovani.

V pričujočem prispevku se opiram predvsem na teoretična izhodišča pragmatičnega jezikoslovja. Samo delo je usmerjeno v analizo rabe jezika v političnem delovanju, z upoštevanjem predvsem temeljnega cilja, ki mu sledi vsakdo, ki se odloči za aktivno politično

delovanje. Ker pa je omenjeno področje zelo široko, saj jezikovni fenomeni, ki jih preučujemo z vidika njihove rabe, obstajajo na vseh ravneh jezikovne strukture in zadevajo katerokoli razmerje med obliko in pomenom, se osredotočam predvsem na pomensko-skladenjsko analizo. Znotraj te je osnova za nadaljno raziskavo ilokucijsko dejanje (dejanje vplivanja). Zanima me namreč, katere ilokucije gradijo posamezno besedilo oziroma govor. Da bi odgovorila na to vprašanje, zasledujem ilokucijski cilj govorcev in sredstva, ki jih za dosego tega cilja uporabljajo. Gre za tako imenovano ilokucijsko strukturo besedila. Nadalje se osredotočam na razčlenitev, s katerimi jezikovnimi sredstvi so posamezna ilokucijska dejanja izražena. Pomemben del raziskave je tudi umestitev političnega jezika v kontekst, znotraj katerega upoštevam teorijo govornih dejanj.

Za kontrastivno primerjavo političnih govorov v dveh jezikovnih sistemih sem se odločila zaradi vsakodnevnega stika z jezikoma, hkrati pa se zavedam, da je ravno kontrastivna obravnava jezikovnih sistemov tista, ki ponavadi omogoča (naj)bolj učinkovito in pregledno tipologizacijo jezikovnih izzivov.

Morphological and syntactic exceptions in political speech in Slovene and Russian language

The purpose of this presentation is to emphasize morphological-syntactic exceptions in political speech in Slovene and Russian language. Both languages live and grow in highly contextualized societies, which means every single word has a strong meaning in that language.

I chose and analyzed speeches from different speakers and from different summits. To avoid unnecessary judgments all the speakers shall remain nameless.

Article is based on theoretical key points of pragmatic linguistics. It focuses on language use within the political environment, following the main goal that everyone, who are politically active, wish and decide to pursue. But since that field is too wide – after all, the language phenomena we analyze based on their use, exist on all levels of language structure and concern different relationships between the form and the meaning – I focus mainly on the meaning and syntactic analysis. For that purpose, I analyze the act of elocution for I am interested, what kind of elocutions form certain speech. To answer that question, I need to pursue the elocution goal of each speaker and also the means, used in their speech. This is so called the elocution structure of a text (speech). Furthermore, I explain in details, which language means have been used to

express each elocution in the speech. Therefore, the placement of political language in the context is of vital importance as well for I use it to develop the so called theory of speech.

I decided to do the contrastive morphological research because of my daily contacts with both language systems. I am also aware of the fact that contrastive analysis can be the strategy to achieve most effective morphological typology.

Barbara Kopač je diplomantka mednarodnih odnosov in magistra diplomacije. Sočasno z magistrskim študijem na Fakulteti za družbene vede se je vpisala na Filozofsko fakulteto, smer Slovenistika – Kulture vzhodne Azije (japonski jezik). Jezikoma se je kmalu pridružila švedščina, katere znanje je v letu 2015 izpopolnjevala na Švedskem, kjer je opravljala tudi raziskovalno delo. V letu 2016 je poglobljala svojo raziskavo in znanje japonskega jezika na Univerzi v Tsukubi. Pridobila je tudi diplomo iz kultur Vzhodne Azije in slovenistike, oktobra 2016 pa je začela z doktorskim študijem Humanistika in družboslovje na Filozofski fakulteti, kjer interdisciplinarno povezuje področji slovanskih jezikov in politične znanosti. Svoj prispevek k znanosti je predstavila tudi na lanskem znanstvenem srečanju mladih humanistov, ki je potekalo na Fakulteti za humanistične študije v Kopru.

Barbara Kopač graduated in International Relations and earned a Master's degree in Diplomacy from Faculty of Social Sciences in Ljubljana. During Master's studies, she enrolled in Faculty of Arts as a student of Slovenian language and East Asian Studies, with emphasis on Japanese. The two languages were followed by Swedish, which she upgraded, studying in Sweden in 2015, where she also conducted special research. In 2016, she carried out a research while studying Japanese at the University of Tsukuba. She also holds a Bachelor in Cultures of East Asia and Slovenian Studies. In October 2016, she started her Ph.D. in Humanities and Social Sciences at the Faculty of Arts, combining Slavic languages and political science in interdisciplinary way. She also presented her paper at last year's international conference for young humanists that took place at the Faculty of Humanities in Koper.

Frazeološkost večbesednega kolesarskega izrazja

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Prispevek bo obravnaval posebno področje v frazeologiji – frazeološke termine oz. terminološke frazeme, ki so stalne besedne zveze, specifične za jezik neke stroke. Frazeološki termini so v slovenskem pa tudi evropskem jezikoslovju slabo raziskani, zato je njihovo uvrščanje v frazeologijo in/ali terminologijo pogosto stvar odločitve posameznega jezikoslovca. Za frazeološke termine je značilno, da imajo poleg strokovnosti oz. pripadnosti terminologiji nekega strokovnega področja tudi nekatere značilnosti frazemov, med katerimi je najpogostejša netransparentnost pomena – o pomenu stalne besedne zveze ni mogoče oz. je le delno mogoče sklepati iz pomenov posameznih sestavin. Frazeološkost terminologije bo predstavljena na primeru večbesednih kolesarskih terminov, pri katerih bo analizirana pomenska (ne)motiviranost oz. pomenska zlitost. V času globalizacije se različna področja človekove aktivnosti hitro razvijajo, pri tem pa se kot sredstvo komunikacije razvija in spreminja tudi jezik. Področje športa oz. kolesarstva je eno izmed novejših strokovnih področij, na primeru katerega lahko opazujemo razvoj terminologije in morebitne razlike v njeni frazeološkosti v različnih časovnih obdobjih.

Phraseological features of terminology on the case of multi-word cycling phrases

The paper will deal with a specific area of phraseology, namely with phraseological terms or terminological idioms – set phrases characteristic for the language of a certain area of expertise. Phraseological terms are poorly studied in the Slovene and European linguistics so their classification as a part of (either) phraseology and/or terminology is often a matter of individual linguist's decision. Some idiomatic features, such as the lack of meaning transparency (the meaning of a set phrase cannot or can only partially be deduced from the meanings of individual components), are characteristic for phraseological terms, in addition to the fact that they belong to the terminology of a specific professional field. Phraseological features of terminology will be presented on the case of multi-word cycling phrases, which will be analyzed for semantic

(de)motivation or meaning coalescence. In the era of globalization, various fields of human activity are rapidly developing; language – the means of communication – is also evolving and changing. Sports, namely cycling, are one of the newer areas of expertise suitable for observing terminology development and possible differences of its phraseological features in different time periods.

Urška Vranjek Ošlak, študentka tretjega letnika doktorskega študijskega programa Humanistika in družboslovje, področje slovenistika. Posveča se raziskovanju povezave med leksiko in besedilotvorjem, s čimer se ukvarja tudi v okviru priprave doktorske disertacije. Raziskuje vplive različnih diskurzivnih tipov na besedotvorne značilnosti novejših besed, zlasti v povezavi s specifičnostjo spletnega diskurza. Kot mlada raziskovalka je zaposlena na Inštitutu za slovenski jezik Frana Ramovša ZRC SAZU, kjer sodeluje pri pripravi novega pravopisnega priročnika.

Urška Vranjek Ošlak is a third year student of a doctoral programme in the Humanities and Social Sciences, area: Slovene Studies. Her research deals mainly with exploring the links between the lexicon and the text formation. This is also the main topic of her doctoral dissertation. She explores the effects of different discourse types on the word formation features of newer words, especially in relation to the specifics of online discourse. She is a junior researcher at the Fran Ramovš Institute of the Slovenian Language SRC SASA, where she is involved in the preparation of a new orthographic guide.

2. sekcija / 2nd Session

Феномен возрастающей популярности образовательного проекта "Тотальный диктант"

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Общественный проект Тотальный диктант — уже ставшая традиционной ежегодная образовательная акция в форме добровольного диктанта для всех желающих, проходящая в один и тот же день, в одно и то же время во всех городах мира. Участвовать в Тотальном диктанте может любой желающий, независимо от возраста, пола и вероисповедания. Феномен популярности Тотального диктанта обусловлен его масштабной целью —развить культуру грамотного письма; повысить престижность парадигмы образования; а главное - объединить всех, кто умеет или хочет писать и говорить по-русски. Результатом проекта, стремительно набирающего сегодня моду за счет широкого освещения российскими СМИ и привлечения известных деятелей культуры, звезд театра и кино в качестве «диктаторов», становится более серьезное отношение к грамотности, стремление повысить уровень среди знакомых—участников, объективное повышение уровня качественного письма благодаря курсам и онлайн-подготовке (в 2011 были организованы бесплатные курсы «Русский по пятницам», на сайте открыты онлайн-курсы и с 2014 года есть возможность онлайн написания самого текста). Авторами текстов Тотального диктанта уже много лет являются известные современные писатели (Д. Быков, Е. Водолазкин, А. Усачев, Л. Юзефович, А. Иванов и другие – лауреаты престижных литературных премий).Впервые состоявшийся в 2004 году как студенческая акция в Новосибирском государственном университете, к 2017 году проект «Тотальный диктант» превратился в масштабное всемирное событие: 8 апреля 2017 текст прочитан уже на 2852 площадках (помимо вузов, библиотек, культурных центров в перечень площадок вошли гидроэлектростанции, Кунгурская ледяная пещера, салоны самолетов авиакомпании S7, купе поездов). Количество

участников акции за 13 лет возросло со 150 человек в 2004 до 200.000 в 2017 в более чем 800 населенных пунктах в России и 71 стране мира).

The phenomenon of increasing popularity of the educational project "Total dictation"

Public project Total dictation is a traditional annual educational action in the form of a voluntary dictation for all comers, taking place on the same day, at the same time in all cities of the world. Anyone regardless of age, sex and religion can Participate in Total dictation. The phenomenon of popularity of the Total dictation is due to its large-scale goal - to develop a culture of literate writing; to increase the prestige of the education paradigm; and - the most important - to unite all those who can or want to write and speak Russian. The result of the project, which is rapidly gaining popularity today due to wide coverage of Russian media and attracting prominent cultural figures, theater and cinema stars as "dictators", is a more serious attitude towards literacy, the desire to raise the level among familiar members, an objective increase in the level of quality writing thanks to Courses and online training. The authors of the Total dictation for many years have been well-known contemporary writers (D. Bykov, E. Vodolazkin, A. Usachev, L. Yuzefovich, A. Ivanov and others – they are laureates of prestigious literary prizes). For the first time held in 2004 as a student event at the Novosibirsk State University, by 2017 the project "Total dictation" has turned into a large-scale world event: the number of participants in the action for 13 years increased from 150 people in 2004 to 200,000 in 2017 in more than 800 localities in Russia and in 71 countries.

Svetlana Pakhomova

Образование: Российский государственный педагогический университет им. А. И. Герцена; филологический факультет (2001-2007); Российский государственный педагогический университет им. А. И. Герцена, аспирантура (2008-2011); Университет Женевы, стажировка (2010)

Кандидатская диссертация (2012): Повествовательные стратегии в современной прозе (П. Крусанов, В. Шаров, А. Королев)

Опыт работы: Санкт-Петербургское бюджетное профессиональное образовательное учреждение «Петровский колледж», преподаватель филологических дисциплин; с 2005 по настоящее время

Награды: Учитель года в номинации «Педагог-новатор» в сфере профессионального образования Санкт-Петербурга (2015)

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PhD thesis (2012): Narrative strategies in Russian modern prose (Pavel Krusanov, Vladimir Sharov, Anatoly Korolev)

Work experience: St. Petersburg State Budgetary Professional Educational Institution "Petrovsky College", started in 2005 up to present; teacher of Russian language, Russian literature, Oratory, Speech communication

Awards: Teacher of the Year in nomination «Teacher-innovator» in a province of professional education (2015)

La langue illyrique – the image of South Slavic languages in French perspective in the Napoleonic era

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Napoleonic era was the turning point in the relations between France and the South Slavs because of the French military expansion on the areas inhabited by those nations, followed by the creation of the Illyrian Provinces (1809-1813). French reign was significant due to the work of the gathering of the information on such nations like Slovenes or Croats, as well as for their emancipation. In both of these aspects the question of the languages spoken by the Slavs played a very important role. The “Illyrian language” (la langue illyrique or illyrien) was, according to the French (e.g. Charles Nodier) very important for the culture of the Slavs, and it was during of the French rule when it begun to be taught at schools. The use of the common name for different Slavic languages of the Illyrian Provinces might be a proof that French weren’t able

to discern the Slovene from other South Slavic languages. However due to the contacts with the local elites (such as Valentin Vodnik) they quickly noticed that linguistic homogeneity – which was often a feature assigned to all the Slavs in general – wasn't obvious. The problem of the image of the South Slavic languages in the French documents is a question which is a part of broader issue of the Western image of the Slavs in general. The paper will analyze this problem basing on the archival correspondence of the Illyrian Provinces administration, as well as the French newspapers and others publications (e.g. encyclopedias and dictionaries).

Wojciech Sajkowski, PHD, works at Chair of the Balkan studies, Faculty of History, Adam Mickiewicz University of Poznan. His interests concern the creation of Western-European image of the Balkans and Eastern Europe in early modern era. Currently he is leading research project “French image of the peoples inhabiting Illyrian Provinces” financed by National Science Centre of Poland. He is also involved in a research project “Vlachs in European and Polish cultural area. Migration — settlement — cultural heritage”, which is financed by Polish Ministry of Science and Higher Education. Both projects are implemented by the Faculty of History at the Adam Mickiewicz University of Poznań. He is also the secretary of the Commission of the Balkan Studies of the Polish Academy of Sciences. Detailed biogram can be found under the link <http://komisjabalkanistyki.pan.poznan.pl/ws>.

Burek czy zapiekanka? Wyzwania związane z przekładem współczesnej literatury chorwackiej na język polski

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Tematem wystąpienia są problemy i kwestie charakterystyczne dla przekładu z jednego języka słowiańskiego na inny. Korzystając z własnych doświadczeń zdobytych przy tłumaczeniu najnowszej prozy chorwackiej na język polski oraz dostępnych w języku polskim przekładów literatury chorwackiej, omówię główne wyzwania, na jakie napotyka polski tłumacz w zetknięciu ze współczesną chorwacką literaturą i kulturą. Szczególna uwaga poświęcona będzie

tekstom napisanym w dialekcie lub slangu, a także silnie stylizowanym, ze względu na ich oczywistą problematyczność podczas prób oddania w innym języku. Celem wystąpienia jest także refleksja nad strategiami tłumaczeniowymi wobec zjawiska obcości kulturowej, przede wszystkim w kontekście wyboru pomiędzy strategiami skłaniającymi się do traktowania przekładu jako adaptacji lub jako transferu pomiędzy kulturami.

Burek or zapiekanka? Challenges related to translation of contemporary Croatian literature into Polish

The topic of the presentation are problems and issues typical for translation from one Slavic language to another. Basing on the own experience gained during translating contemporary Croatian prose into Polish and translations of Croatian literature available in Poland, I will discuss the main challenges encountered by polish translators dealing with contemporary Croatian literature and culture. Special attention is devoted to texts written in dialect or slang, and strongly stylized, due to their obvious problematicness when trying to attempt in another language. The purpose of the presentation is also a reflection on translation strategies for the phenomenon of cultural otherness, primarily in the context of choosing between strategies that tend to treat translation as adaptation or as a transfer between cultures.

Aleksandra Wojtaszek, absolwentka kroatystyki, studiowała w Krakowie i Zagrzebiu, obecnie doktorantka w Instytucie Filologii Słowiańskiej UJ. Pisze prace o współczesnej chorwackiej, serbskiej i bośniackiej fantastyce. Autorka licznych artykułów naukowych i publicystycznych, zamieszczonych m.in. w czasopismach „Ha!art”, „Književna revija” i Tygodnik Powszechny. Interesuje się współczesną literaturą i kulturą krajów byłej Jugosławii, tłumaczy także z języka chorwackiego, serbskiego i słoweńskiego.

Aleksandra Wojtaszek, a graduate of Croatian philology, which has studied in Cracow and Zagreb, currently a Ph.D. student at the Institute of Slavonic Philology of the Jagiellonian University, writes a doctoral thesis about contemporary Croatian, Serbian and Bosnian speculative fiction. Author of many scientific and journalistic articles, published among others in the magazines "Ha!art", "Književna revija" and „Tygodnik Powszechny”. Interested in

contemporary literature and culture of the former Yugoslavia countries and translates from Croatian, Serbian and Slovenian, especially latest Croatian prose.

Język jako nośnik kultury w polskim przekładzie powieści Gorana Vojnovicia »Čefurji raus!«

Barbara Rzeźniczak

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Imigranci z południowych republik byłej Jugosławii oraz ich potomkowie stanowią istotną część mieszkańców Słowenii. Określa się ich pejoratywnym słowem Čefur, które według Słoweńskiego słownika etymologicznego zostało zapożyczone z języka chorwackiego lub serbskiego (Čift, Čivut) i oznacza Żyda. Upowszechniło się ono latami 90. XX wieku. Koegzystencja różnych narodowości i kultur oraz poszukiwanie własnej tożsamości w ich obrębie stanowią częstą inspirację dla współczesnej literatury słoweńskiej, a zwłaszcza powieści. *Čefurji raus!* Gorana Vojnovicia to słoweńska powieść kultowa poruszająca m.in. problem tożsamości Čefurów. Narrator powieści to, żyjący na lublańskim osiedlu imigranckim – Fužiny, nastolatek bośniackiego pochodzenia. Podczas opowiadania o swojej sytuacji oraz perypetiach w stolicy Słowenii, posługuje się on tzw. »językiem czefurskim«, mieszkanką słoweńskiego, bośniackiego, serbskiego... Ten swoisty dyskurs stanowi wyzwanie dla tłumacza, gdyż jest ważnym źródłem identyfikacji bohaterów. Autorka artykułu poddała analizie porównawczej oryginał oraz polskie tłumaczenie powieści *Čefurji raus!* dokonane przez Tomasza Łukaszewicza. Jej celem było pokazanie jak zostały przetłumaczone elementy kulturowe. Autorka chce pokazać, jaki obraz Čefura zyskuje czytelnik polskiego przekładu oraz czy są jakieś znaczące różnice pomiędzy odbiorem oryginału a tłumaczenia.

Language as a culture medium in the Polish translation of the Goran Vojnović's novel »Čefurji raus!«

Immigrants from the southern republics of the former Yugoslavia and their descendants are an important part of the Slovenian population. They are defined by the pejorative word Čefur, which according to the Slovenian etymological dictionary was borrowed from Croatian or Serbian (Čift, Čivut) and means a Jew. It became popular in the 1990s. The coexistence of different nationalities and cultures and the search for one's identity within them are a frequent inspiration for modern Slovenian literature, especially novels. *Čefurji raus!* by Goran Vojnović is a Slovenian cult novel that touches Čefur's identity problem. The narrator of this novel is living in an immigrant settlement in Ljubljana - Fužine, and is Bosnian teenager. When he is talking about his situation and his troubles in the capital of Slovenia, he uses the so-called "Čefur's language", a mixture of Slovenian, Bosnian, Serbian ... This particular discourse is a challenge for the translator because it is an important source of identification for the characters. The author of the article has compared the original and Polish translation of the novel *Čefurji raus!* made by Tomasz Łukaszewicz. Its purpose was to show how cultural elements were translated. The author wants to show which Čefur's image receives the reader of the Polish translation and whether there are any significant differences between the reception of the original and the translation.

Barbara Rzeźniczak, studentką studiów magisterskich na kierunku Filologia słowiańska na Wydziale Filologicznym Uniwersytetu Śląskiego w Katowicach. W roku 2016 ukończyła studia pierwszego stopnia na tym samym uniwersytecie oraz broniła pracy licencjackiej pt. „Dialog twórczy pomiędzy France Prešernem i Adamem Mickiewiczem”. Obszarem jej zainteresowań są polsko-słoweńskie kontakty literackie oraz przekładoznawstwo. W 2015 roku otrzymała nagrodę za przekład z języka słoweńskiego fragmentu powieści Primoža Čučnika pt. „Otročjost” w konkursie „PAMIĘĆNIK. Motyw pamięci i wspomnień w literaturze”, organizowanym przez Koło Naukowe Slawistów Uniwersytetu Jagiellońskiego w Krakowie. W ramach studiów uczestniczy w wydarzeniach kulturalnych oraz pomaga przy organizacji projektów mających na celu popularyzację słowenistyki w Polsce.

Barbara Rzeźniczak, student of Slavic Philology at the Faculty of Philology at the University of Silesia in Katowice. In 2016 she graduated bachelor's degree at the same university and defended the thesis »Creative dialogue between France Prešeren and Adam Mickiewicz«. Her academic interests focus of Polish-Slovene literary contacts and translation. In 2015 she was awarded for translating fragment of of Primož Čučnik's novel »Otročjost«. in „PAMIĘĆNIK. Theme of memory and recall in literature” contest, which was organized by Slavic Science Club of Jagiellonian University of Cracow. As a part of her studies, she participates in cultural events and helps with organizing projects to promote Slovenian culture in Poland.

Słowenia oczami Polaka, czyli polskie przekłady elementów kulturowych w esejach Draga Jančara

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Drago Jančar jest jednym z najwybitniejszych pisarzy słoweńskich, znanym nie tylko w swoim kraju, ale także poza jego granicami. Jego dzieła, czyli powieści, dramaty i eseje, są wydawane nie tylko w Słowenii. Ich przekłady można znaleźć też w innych krajach Europy i w Ameryce. Polscy czytelnicy również mają okazję na zapoznawanie się z jego utworami, gdyż dotychczas ukazały się dwa zbiory esejów, cztery powieści i jeden zbiór opowiadań autorstwa Draga Jančara, co sprawia, że jego twórczość jest najpełniej zaprezentowaną twórczością słoweńskiego pisarza w Polsce.

W swoich tekstach autor wypowiada się na tematy narodowe, typowo słoweńskie. Cechuje go postawa zaangażowanego intelektualisty, dla którego ważne jest dobro kraju. W związku z tym w jego utworach można wyróżnić wiele elementów nawiązujących do historii, tradycji i kultury słoweńskiej. Motywy te nie są znaczące dla większości osób spoza Słowenii. Również sama Słowenia, jej mieszkańcy, tradycja, kultura, historia ciągle stanowią dla niektórych zagadkę. W związku z tym może pojawić się pytanie: Jak postrzegają ten kraj czytelnicy przekładów?

Autorka artykułu poddała analizie wybrane eseje Draga Jančara znajdujące się w polskim przekładzie tomu *Terra incognita*. Jej celem było sprawdzenie, jak zostały przetłumaczone elementy słoweńskiej kultury, które dla polskiego czytelnika nie mają tak wielkiego znaczenia, jak dla czytelników prymarnych. Autorka chce pokazać, jaki obraz Słowenii zyskuje czytelnik polskiego przekładu, czy są jakieś znaczące różnice w odbiorze i przede wszystkim, czy ta obca kultura zostaje jakoś przybliżona, wytłumaczona odbiorcy sekundarnemu.

Slovenia by Poles - Polish translations of cultural elements in Drago Jančar's essays

Drago Jančar is one of the most prominent Slovenian writers, well known not only in his country but also abroad. His works, novels, dramas and essays, are published not only in Slovenian. His translations can also be found in other European countries and in America. Polish readers have an opportunity to get acquainted with his works. So far two collections of his essays have appeared, four novels and one collection of stories as well. That makes his work the most fully presented work of a Slovenian writer in Poland.

In his texts the author speaks on national topics, typically Slovenian. They are characterized by the attitude of an engaged intellectual, for whom the good of the country is important. As a result, many of the elements related to Slovenian history, tradition and culture can be distinguished in his works.

These motifs are not significant for most non-Slovenian people. Also Slovenia itself, its inhabitants, tradition, culture, history are still a puzzle for some. Therefore, the question may arise: How do readers of translations perceive them?

The author of the article analyzed the selected Drago Jančar's essays in the Polish translation of *Terra incognita*. Her purpose was to see how the elements of Slovene culture were translated, which for the Polish reader are not as important as for the primary readers. The author wants to show what picture of Slovenia is presented to the reader of Polish translation, whether there are any significant differences in reception and above all, whether this foreign culture becomes more familiar to the second recipient.

Weronika Woźnicka, absolwentka filologii słowiańskiej z językiem słoweńskim i słowackim na Wydziale Filologicznym Uniwersytetu Śląskiego w Katowicach. Jej zainteresowania naukowe skupiają się wokół współczesnej literatury słoweńskiej, głównie prozy. Interesuje się

również XX-wieczną historią Słowenii oraz jej kulturą. Z języka słoweńskiego przetłumaczyła 3 artykuły naukowe (Mirana Hladnika, Andreja Šurli i Tonego Smoleja). W roku 2015 otrzymała nagrodę za przekład fragmentu utworu Sonji Porle Barva sladke čokolade w konkursie „PAMIĘĆNIK. Motyw pamięci i wspomnień w literaturze”, organizowanym przez Koło Naukowe Slawistów Uniwersytetu Jagiellońskiego w Krakowie. W roku akademickim 2016/2017 była stypendystką słoweńskiej fundacji Ustanova patra Stanislava Škrabca.

Weronika Woźnicka, graduate of Slavic philology with Slovenian and Slovakian language on Faculty of Philology of University of Silesia in Katowice. Her science interests are focused on modern Slavic literature, mostly prose. She is also interested in 20th century history of Slovenia and its culture. She translated from Slavic 3 science articles (Miran Hladnik, Andrej Šurli i Tony Smolej). In 2015 she was awarded for translating fragment of Sonjas Porle Barva sladke čokolade in „PAMIĘĆNIK. Theme of memory and recall in literature” contest, which was organized by Slavic Science Club of Jagiellonian University of Cracow. In academic year 2016/2017 she was holder of scholarship of the Slovenian foundation Ustanova patra Stanislava Škrabca.

Улога лектора у раду са страним студентима

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У раду се бавимо улогом лектора у раду са страним студентима. Реч је о лекторима који су изворни говорници и раде на катедрама у иностранству. Радећи на Јагелонском универзитету у Кракову стекли смо искуства која ћемо детаљно описати у циљу унапређења наставе и сагледавања улоге лектора у процесу образовања.

The role of lector in working with foreign students

In this paper we deal with the role of lector in working with foreign students. These are the lecturers who are native speakers and work in the departments abroad. Working at Jagiellonian University of Krakow, we have gained experience which we will describe in detail in order to improve teaching and consideration of the role of lector in the educational process.

Александра Томић, студенткиња докторских студија на Филозофском факултету у Новом Саду и ради као лектор српског језика на Јагелонском универзитету у Кракову. Учествовала је на 20 научних конференција у Србији и иностранству.

Aleksandra Tomić, PhD student at the Faculty of Philosophy in Novi Sad and works as a lecturer in Serbian language at the Jagiellonian University of Krakow. She has participated in 20 scientific conferences in Serbia and abroad for.

Podučavanje srpskog jezika kao stranog – prednosti i nedostaci

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Srpski kao strani jezik postaje sve popularniji na platformama za učenje jezika. Internet i onlajn učenje učinili su ovaj jezik dostupnijim. U radu se govori o problemima s kojima se suočavaju i učenici i nastavnici. Biće predstavljeni podaci o miljeu učenika i razlozima zbog kojih žele da nauče srpski jezik. Rezultati će biti predstavljeni na osnovu onlajn upitnika. S druge strane, u radu se bavim analizom stručnosti predavača srpskog jezika koji mogu biti angažovani putem internet, odnosno platformi za učenje.

Rad će pružiti značajne informacije na osnovu iskustva kao onlajn predavača i rada sa potpunim početnicima, ispitujući probleme sa kojima se odrasli polaznici suočavaju. Takođe će biti reči o zastupljenosti, dostupnosti, kvalitetu i primenjivosti postojećih udžbenika za srpski kao strani jezik.

Online teaching of Serbian as a foreign language – advantages and disadvantages

Serbian as a foreign language is reaching its popularity on the language learning platforms. Internet and online learning have made the language more accessible. In the paper, problems that the students and their teachers face will be discussed. There will be presented more information about the students' backgrounds and their reasons for wanting to learn Serbian. The results will be given based on an online questionnaire. On the other hand, professionalism of Serbian language teachers available online will also be analyzed. The paper will provide information on my experience with complete beginners, examining obstacles that adult learners face. The presence, availability, quality and applicability of existing textbooks for foreign learners will be discussed.

Ljiljana Pticina, završila Pedagoški fakultet u Somboru, a zvanje mastera filologije stekla na Filološkom fakultetu u Beogradu i Filozofskom fakultetu u Novom Sadu i to iz oblasti opšte književnosti i komparativne književnosti sa teorijom književnosti. Trenutno je na doktorskim

studijama Jezika i književnosti na Filozofskom fakultetu u Novom Sadu. Posедује сертификат sa Univerziteta u Pittsburgu o završenom kursu Klinička terminologija za međunarodne i američke studente. Pohađala je letnju školu Andrićevog instiuta. Bavi se pisanjem, prevođenjem književnosti, humanitarnim prevodima. Objavila je nekoliko naučnih radova i prevoda priča. Radila je kao profesor engleskog jezika u centru za strane jezike i profesor srpskog jezika za strance preko interneta. Koordinator je grupe “Prevodilačko srce”, koja se bavi humanitarnim prevodima iz oblasti medicine.

Ljiljana Pticina, graduated from Faculty of pedagogy in Sombor and obtained master of philology degree at Faculty of philology in Belgrade and Faculty of philosophy in Novi Sad, related to general and comparative literature and theory of literature. She is currently a PhD student at Faculty of philosophy in Novi Sad, the course Language and literature. She has completed Clinical Terminology for International and U.S. Students at University of Pittsburgh. She has also attended the summer school at the Andric Institute. Some of her scientific papers have been published, as well as a few translated short stories. She worked as an English language teacher at centre for foreign languages and as an online Serbian as a foreign language teacher. She is a coordinator of a group “Translator’s Heart” that specializes in humanitarian medical translations.

Preveduvanje to nastavata po J2 / Преведувањето во наставата по J2

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Преведувањето со својата јазична, лингвистичка, комуникациска, психолошка, социолошка, општествена и други димензии, е присутно и сè повеќе се наметнува како неизбежна потреба во сите сфери на современото живеење.

Преведувањето е интердисциплинарна јазична дејност, затоа што се реализира низ многубројни форми на пројавување на јазикот во различни сфери на општественото

живеење. Дефинирањето на оваа дејност е повеќестрано, но, во основата на сите дефиниции е делот кој вели дека постои нешто во еден јазик, дека постои нешто и во друг јазик и дека помеѓу тоа што постои и во едниот и во другиот јазик може да се стави знак за еднаквост; преведувањето е процес во кој од она што постои во едниот јазик се доаѓа до тоа што постои во другиот јазик, при што се става знакот за еднаквост.

Дефинициите за преведувањето се разликуваат, главно, според предметот и целта на преведувањето и се izdelуваат три основни дефиниции: 1. лингвистичката, 2. филолошката и 3. Комуникациската.

Преведувањето како содржина во филологијата допира три големи потсфери, а тоа се: 1. теоријата на преведувањето како научна дисциплина, 2. преведувачките студии како академска дисциплина и 3. преведувањето во наставата по втор јазик (J2).

Предмет на интерес во оваа статија е преведувањето во наставата по J2, а уште поконкретно, преведувањето во наставата по македонски како J2. Се претставуваат ставовите за и против преведувањето во наставата по J2, а претставен е и еден начин на примена на оваа наставна форма во наставата по македонски како J2.

Translation in the teaching of an L2

Translating, in its lingual, linguistic, communicational, physiological, sociological, social and all other dimensions, is present and all the more imposed as an inescapable need in all of the fields of the contemporary living.

Translating is an interdisciplinary activity, because it is done and found in as many forms as the languages themselves and in all the different spheres of the everyday life. There are multiple ways to define this activity, but, the base of every single definition is the fact that - there exists a word in one language and there exists a word in another language and that it is possible to put an equality sign between the two, existing in two different languages. In other words, translating is a process in which, from what exists in one language, something existing in another language can be reached/found, by putting an equality sign between them.

All the definitions for translating, in general, can be distinguished by the topic of what is being translated and why it is done. According to this, three different basic definitions can be given: 1. Linguistic, 2. Philological and 3. Communicational.

As a content in philology, translating relates to three main sub-disciplines: 1. Theory of translating as a scientific discipline, 2. Learning to translate as an academic discipline and 3. Translating in the teaching of a second language (L2).

Topic of interest in this article is the translating in the teaching of L2, or, more precisely, translating in the teaching of the Macedonian language as an L2. Positive and negative arguments (pros and cons) for using the translation in the teaching of an L2, as well as an example of a way of using this teaching method (form) in the teaching of the Macedonian language as an L2, are presented in this article.

Gordana Aleksova, Д-р од областа на методиката на наставата по македонски јазик. Од 1986 година работи на Филолошкиот факултет „Блаже Конески“ – Скопје, во моментот како виш лектор. Ангажирана е на курсевите по Методика на наставата по македонски јазик и Современ македонски јазик.

Предмет на нејзиниот научен интерес се наставата по македонски јазик и лингвостилистиката. Учествувала на домашни и странски конференции и во научни проекти од овие области. Автор е на: 45 статии од методиката, лингвостилистиката и современиот македонски јазик и на прирачник за изучување на средно рамниште на македонскиот јазик како странски; коавтор е на прирачник за наставата по македонски јазик како немајчин и на пет учебници по македонски јазик за основно образование.

Gordana Aleksova, PhD in the field of didactics of Macedonian. Since 1986 she has been working at the “Blaze Koneski” Faculty of Philology in Skopje, at the moment as a senior lecturer. She teaches the courses for Methods of teaching the Macedonian language and Contemporary Macedonian language.

The fields of her scientific interest are the teaching of the Macedonian language and linguostylistics. She has attended numerous, domestic and foreign, conferences and scientific gatherings in these fields. She is author of: 45 scientific articles for methods of teaching, linguostylistics and contemporary Macedonian language, as well as a handbook about middle level of learning of the Macedonian language as a foreign one; She is a co-author of: a handbook for teaching the Macedonian language as a foreign one and other five primary school books on the Macedonian language.

Feminističke strategije u romanima „Frida ili o boli“ i „Dora i Minotaur“ Slavenke Drakulić

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Termin „žensko pismo“ u hrvatskoj književnoj kritici često se povezuje sa imenom Slavenke Drakulić, autorice koja je svojim književnim i publicističkim radom presudno odredila čitavo jedno razdoblje feminističkog djelovanja u Hrvatskoj. U tom svjetlu, pored zbirke feminističkih eseja Smrtni grijesi feminizma (1984), značajan je čitav niz romana počevši od Holograma straha (1987), preko Mramorne kože (1989), Božanske gladi (1995), Kao da me nema (1999), Frida ili o boli (2007), Optužene (2012), pa sve do Dora i Minotaura (2015).

Ono što je karakteristično za sve prozne tekstove Slavenke Drakulić, pa i za romane Frida ili o boli i Dora i Minotaur koji će biti u fokusu ovog rada, jeste artikulacija ženskog glasa i ženskog iskustva kroz autobiografski i biografski iskaz koji tematizira žensko tijelo kao uporište ženske različitosti, ali i svojevrsno bojno polje, poprište borbe s bolešću, zatim prelazak iz dokumentarnog u fikcionalni diskurs, pri čemu svaka lična priča postaje prostor za političko djelovanje protiv tradicije ušutkivanja žena, dajući na takav način legitimitet ženskom pismu. Budući da ovi romani prate živote Frida Kahlo i Dora Maar, rad će preispitati i položaj umjetnica u prvoj polovini 20. vijeka, stvaralački rad u sjeni velikih slikara, njihove ušutkivane glasove i strepnju od autorstva.

Feminist strategies in novels „Frida's Bad“ and „Dora and The Minotaur“ by Slavenka Drakulic

The term „Women's writing“ in Croatian literary criticism is often related to Slavenka Drakulic, the author who crucially determined the entire era of feminist activities and impacts in Croatia by her literary and non-fiction work. In that context, except the collected works of feminist essays Deadly Sins of Feminism (1984), the whole spectrum of novels is highly significant, starting with The Hologram of Fear (1987) to Marble Skin (1989), The Taste of a Man (1995),

As If I am Not There (1999), *Frida's Bad* (2007), *Accused* (2012), *Dora and The Minotaur* (2015). The basic characteristic of all Slavenka's prose texts, as well as her novels *Frida's Bad* and *Dora and The Minotaur*, which will be in the focus of this work, is an articulation of women's voice and women's experience through an auto-biographical and biographical statement, with its basic topic of women's body as a foothold of women's diversity, but in the same time, it is also a battle-field, the battle with the sickness, afterwards- moving from documentary to a fictional discourse, where each personal story becomes the space for the political activity against the tradition of women's suppressing- legitimating women's writing in that way. Since these novels follow the life of Frida Kahlo and Dora Maar, this work is also going to reconsider the position of women artists in the first half of the 20. century, the work of art in the shadow of the greatest artists, their suppressed voices and their anxiety of authorship.

Elvira Mezit, rođena u Mostaru. Završila književnost i stekla zvanje magistra nauke iz područja humanistike. Učestvovala na nekoliko međunarodnih konferencija i objavila mnogobrojne radove iz područja književne kritike.

Elvira Mezit, born in Mostar (Bosnia and Herzegovina). Graduated from Literature and got her Master's degree in Humanities. She participated in several international conferences and has published many works in the field of literary criticism.

Predstavitev prevajanja iz slovaščine v slovenščino na primeru avtorskih prevodov poezije Karola Chmela

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Prispevek se na primeru avtorskih prevodov poezije Karola Chmela ukvarja s predstavitvijo prevajanja iz slovaščine v slovenščino. Chmel (1953) je uveljavljen slovaški pesnik. Izdal je šest pesniških zbirk, prevedli pa smo pesmi iz treh; iz prvenca *Imaš, česar nimaš* (*Máš, čo nemáš*, 1985) ter iz zbirk *Plodovitejše drevo* (*Ovocnejší strom*, 1989) in *Spray, modra mentaliteta* (*Spray, modrá mentalita*, 1998). Do sedaj je bilo v slovenščino prevedeno nekaj njegovih pesmi, ki so doživele revialno objavo (*Apokalipsa*, *Rp. Lirikon21*). Poleg poezije se ukvarja tudi s prevajanjem, za prevode je prejel več nagrad, tudi Pretnarjevo nagrado leta 2015. Prispevek s pomočjo posameznih pesmi komentira in obrazloži prevajalske odločitve in dileme, ki so se pojavile zaradi različnosti jezikov ali zaradi specifične narave njegovega pesniškega izraza. Ker Chmel prevaja tudi slovenske avtorje, smo se za nove prevode njegovih pesmi odločili zato, da bi v slovenski kulturni prostor vnesli še več njegove poezije in s tem pripomogli k še boljšemu literarnemu povezovanju med obema slovanskima narodoma.

Presentation of translating from Slovakian to Slovenian on the case of copyrighted translations of Karol Chmel's poetry

The article deals with the presentation of translations from Slovakian to Slovenian on the case of copyrighted translations of Karol Chmel's poetry. Chmel (1953) is an established Slovak poet. He published six poetry collections, of which we translated from three; from his debut "*Máš, čo nemáš*" (1985), and from the collections "*Ovocnejší strom*" (1989) and "*Spray, modrá mentalita*" (1998). Until now, several of his poems have been translated to Slovene and they have been published in magazines ("*Apokalipsa*", "*Rp. Lirikon21*"). In addition to poetry, he also deals with translations, for which he received multiple rewards, including the Pretnar Prize

in 1995. With the help of individual poems, the article comments and explains the translation choices and dilemmas that have arisen due to diversity of languages or the specific nature of his poetic expression. Since Chmel also translates Slovenian authors, we have chosen new translations of his poetry to bring more of his poetry in the Slovene cultural sphere, and thus contribute to an even better literary connection between the two Slavic nations.

Veronika Šoster, diplomirala iz primerjalne književnosti in bohemistike na Filozofski fakulteti v Ljubljani, kjer zaključuje magistrski študij primerjalne književnosti. Piše poezijo, ki jo objavlja v raznih literarnih revijah in na spletu. Literarne kritike objavlja v nekaterih večjih slovenskih medijih, kot so *Literatura*, radio ARS, *AirBeletrina*, *Koridor – križišča umetnosti* in *Trubarjeva hiša literature*. Leta 2016 je bila izbrana za članico žirije za mlado Veronikino nagrado.

Veronika Šoster, graduated in Comparative literature and Czech studies at the Faculty of Arts in Ljubljana, where she is now completing her Master's degree in Comparative literature. She writes poetry, which is being published in various literary magazines and online. She publishes her literary reviews in some of the major Slovenian media, such as *Literatura*, radio ARS, *AirBeletrina*, *Koridor – križišča umetnosti* and *Trubarjeva hiša literature*. In 2016 she was chosen as a member of the jury for the young Veronika's Prize.

Besedila ruskih avtorjev v slovenskih osnovnošolskih berilih od leta 1945

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V prispevku predstavljam besedila ruskih avtorjev v slovenskih berilih, ki so se uporabljala v slovenskih osnovnih šolah od leta 1945 do uvedbe devetletne osnovne šole (2000). V prispevku bom predstavil štiri glavne točke. 1. količina ruskih tekstov v slovenskih berilih skozi zgodovino. 2. kateri ruski avtorji so v določenih obdobjih najbolj prisotni in s katerimi teksti. 3. ideološkost nekaterih tekstov in podajanje snovi skozi zgodovino 4. pomen interpretacije in

interpretacija tekstov. V raziskavo bodo zaradi lažje obvladljivosti gradiva zajeta zgolj berila tretje triade osnovne šole, kar predstavlja berila šestih, sedmih in osmih razredov. Zaradi spremembe šolskega sistema pa bom v obdelavo v obdobju do leta 1958 vzel tudi gradiva nižje gimnazije, saj so bila to gradiva, ki so namenjena starostni skupini, ki danes predstavlja tretjo triado osnovne šole. V delu, kjer se bom ukvarjal z interpretacijo izbranih tekstov, se bom naslonil na takrat aktualno strokovno literaturo in napotke učiteljem, ki so besedila interpretirali. Posebno pozornost bom posvetil t. i. ljudski pravljici Leninova pravica in opozoril na interpretacije, ki jih besedilo in usmeritvena vprašanja na koncu predvidevajo. Zadnji del prispevka bom namenil izpostavitvi nekaterih avtorjev, ki jih po letu 1990 v berilih ni več mogoče najti in so izločeni tudi iz učnih načrtov.

Texts by Russian authors in the Slovene primary school readers since 1945

In this article, I am presenting the texts of Russian authors, which were used in Slovenian school readers in primary school from 1945 until the introduction of primary school with nine grades in 2000. The text consists of 4 points: 1. the quantity of Russian texts in Slovenian readers throughout the history, 2. the prominent presence of different authors and their works in selected time periods, 3. the ideology of chosen texts and their reappearances throughout the history, 4. the importance of interpretation and the interpretation of the texts.

Because of the complexity of the subject, I chose to write only about readers of the last three grades, the seventh, the eighth and the ninth one. There were some changes in the school system, so I decided to also discuss the material for the junior secondary school, which existed until 1958. That material was meant for those students who would be attending the last three grades of the primary school today. For my interpretation of the chosen texts, I used nonfiction and briefings for teachers and students, which were relevant during the chosen period. I paid special attention to the so-called folk tale »Lenin's tale« and pointed out the final interpretations predicted by the text and the guide questions. The last part of the article consists of mentions of some authors who can not be found in the readers after 1990 and were removed from the curriculum at the same time.

Luka Kropivnik, študent slovenistike in rusistike. Od leta 2015 je demonstrator na Oddelku za slovenistiko na Filozofski fakulteti v Ljubljani. Poljudno se ukvarja s slovstveno folkloristiko

in zbira folklorne pripovedi iz okolice Črne na Koroškem, hkrati pa se aktivno ukvarja z lokalno zgodovino, etnologijo. Leta 2014 je bil soavtor razstave ob 350 obletnici rudarjenja v zaselku Žerjav.

Luka Kropivnik, student of Slovenian and Russian studies. He is the demonstrator of the Department of Slovenian studies of the Faculty of Arts in Ljubljana. During his spare time, he occupies himself with literary folklore and search for folk tales from Črna na Koroškem and the surrounding area. He is also active in the field of local history and ethnology. He is the co-author of the exhibition, which was on display at the time of the 350th anniversary of ore extraction in Žerjav.

Jezik v Grumovi dramatiki

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V prispevku obravnavamo dramatiko Slavka Gruma z vidika lastnosti rabe jezika. Posebej se posvetimo besedilu *Dogodek v mestu Gogi*, ki je z vidika rabe jezika najbolj prelomno. V članku najprej izpostavimo izvirnost Grumove dramatike s primerjalnega literarnozgodovinskega vidika, ki jo natančneje opredelimo na temelju rabe jezika v dialogih in didaskalijah. Posebej slednje so pri Grumu specifične. Obravnavamo jih s formalno analizo, postavljeni bodo tudi nekateri teoretski temelji zanjo. Z metodama primerjave in kompilacije podamo sintezo teorij o spremembah dramske forme v Grumovem času, ki je izvirna zato, ker je podana z vidika formalno-jezikovnih sprememb in z vidika branja, tj. bralčevega sprejemanja jezikovnih inovacij v dramatiki. Menimo namreč, da je gonilo sprememb dramske forme, kot so vidne v Grumovem vplivnem opusu, prav prestopanje nekaterih konvencij v povezavi z jezikom v dramatiki. V drugem delu članka preverimo, na kakšne načine je Grum v *Dogodku v mestu Gogi* prestopal meje konvencionalne formalne oblike dramskega besedila. Pri tem izhajamo tudi iz naratoloških teorij drame. Grumove formalne postopke ovrednotimo z vidika sprememb v dramatiki 21. stoletja in načrtamo njihovo mesto v zgodovini drame. Pogosto se namreč

obravnavajo zgolj skrajne primere sprememb dramske forme, vendar v članku pokaženo, da je že Grumova dramska forma prelomna, čeprav na subtilnejši način.

Language in dramatic writing of Slavko Grum

In this article we discuss the dramatic writing of Slavko Grum in terms of the formal properties of language use. We specifically focus on the text *Dogodek v mestu Gogi*, which is the most groundbreaking from the perspective of the use of language. This article first highlights the originality of the dramatic writing of Grum from the perspective of comparative literary history and we specify it from the point of view of language in the dialogues and in the stage directions. Especially the latter are specific in Grum's texts. We deal with formal analysis of the language in the stage directions and we will first put some theoretical basis for it. With the methods of comparisons and compilations we made a synthesis of theories that analyze the change in the dramatic form in Grum's time. This part of the article is original because the analysis is based on the formal changes of language and in reading, ie. the reader's acceptance of the linguistic innovation in the dramatic text. We believe that the driver of change of the dramatic form, as visible in Grum influential oeuvre, also transcends some of the conventions in relation to the language in the drama. In the second part of the article we will evaluate the ways in which the work *Dogodek v mestu Gogi* transcends the boundaries of the conventional dramatic text. This part of the article will be based on the theories of narrative in drama. Grum's formal procedures is evaluated in the light of changes in the drama of the 21. century and their place in the history of drama is outlined. Articles often treat merely extreme examples of the contemporary changes in dramatic form, but our article shows that Grum was already groundbreaking in terms of the dramatic form, though in a more subtle way.

Ivana Zajc, na Filozofski fakulteti Univerze v Ljubljani je zaključila magistrski študij slovenistike in primerjalne književnosti ter literarne teorije. Prejela je nagrado ŠSFF za študijske dosežke. Trenutno je doktorska študentka na Oddelku za slovenistiko FF LJ. Predavala je na študentskih strokovnih konferencah v Beogradu, Splitu in Zagrebu. Objavila je članke v *Slavistični reviji* in *Jeziku in slovstvu*. Piše članke o kulturi za revije in časopise, poučuje ter pripravlja radijske prispevke o kulturi za RTV Slovenija.

Ivana Zajc, has two Masters Degrees in Slovenian language and Comparative literature and literary theory at the Faculty of Arts in Ljubljana. She received an award from ŠSFF for academic achievements. She is currently a PhD student at the Department of Slovene at the Faculty of Arts in Ljubljana. She has lectured at student's conferences in Belgrade, Zagreb and Split. She has published articles in *Slavistična revija* and *Jezik in slovstvo*. She writes articles about culture for magazines and newspapers, teaches and prepares radio contributions about culture for RTV Slovenia.

Kognitivna znanost na Slovenskem in (odrski) govor

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V zadnjem času je bilo objavljenih več interdisciplinarnih študij, ki preko kognitivnega pristopa povezujejo različne znanosti – tudi humanistiko in naravoslovje. V 80. letih 20. stoletja je področje humanistike s pomočjo nevroznanosti med prvimi raziskoval John Emigh z ameriške univerze Brown, pristopi kognitivne znanosti pa so ga navdihovali in mu pomagali razjasniti različne načine razmišljanja. Del kognitivne znanosti je tudi kognitivno jezikoslovje. Nastop kognitivistov v sodobni znanosti je bil odgovor na pomanjkljivosti t. i. formalnega pristopa k jeziku. Slovenistično jezikoslovje je od izida še danes osrednje, vodilne in normative Slovenske slovnice (1976) Jožeta Toporišiča izrazito strukturalistično. Naslonitev le na strukturalistično jezikoslovje ne zadošča pri interdisciplinarnem povezovanju slovenistike in teatrologije, ki se kot znanstveni disciplini dopolnjujeta na področju odrskega govora. Sodobni gledališki lektor naj bi pri oblikovanju odrskega govora prednostno mislil na človeka kot takega, saj se kognitivni procesi vršijo v človekovem umu in so neločljiv del človeškega spoznavanja. Razpravljanje o kognitivnem pristopu v teatrologiji v anglosaškem okolju zasledimo v tretjem tisočletju (prva pregledna raziskava izide leta 2006, prvi monografiji dve leti kasneje). Tudi v slovenističnem jezikoslovju se pojavljajo poskusi uveljaviti kognitivistično metodologijo. V Sloveniji o kognitivni znanosti sprva beremo sredi 90. let 20. stoletja pri naravoslovcu Mitji Perušu, temu sledi raziskovanje nekaterih slovenistov (s področja

jezikoslovja in literarne vede). Za zdaj ni zaslediti tehtnejših razprav interdisciplinarnega povezovanja kognitivnega jezikoslovja in teatrologije. Članek zato prinaša pregled vsebine nekatere do sedaj objavljene kognitivistične literature, v okviru le-te izpostavlja govor in ponudi smernice za povezovanje kognitivizma in teatrologije v okviru odrskega govora na Slovenskem.

Cognitive science in Slovenia and the (theatre) speech

There have been several inter-disciplinary studies published lately, which through the cognitive approach to science, connect different sciences, including humanities and linguistics. In the 1980s, John Emigh from the Brown University (the US) was among the first to explore the area of humanities with the help of neuroscience; cognitive science approaches inspired him, and helped him clarify different ways of thinking. A part of cognitive science is also cognitive linguistics. The beginnings of cognitivism in contemporary science were a reply to the deficiencies of the so-called formalistic approach to language. Slovenian linguistics has been since the publication of the central, leading and normative Jože Toporišič's *Slovenska slovnica* (Slovenian Grammar, 1976), distinctively structuralist. In the interdisciplinary connection of Slovenian studies and teatrology – which are, as scientific disciplines, also complementing themselves in the area of stage speech – relying solely on structuralist linguistics is not sufficient. Contemporary theatrical speech advisor was, during the moulding of stage speech, predominantly supposed to have in mind the human as such; indeed, cognitive processes are taking place in human mind and are an inseparable part of human perception. We can trace discussions about cognitive approach to science in theatre studies in the Anglo-Saxon environment to the third millennium (the first review research was published in 2006, the first two monographs were published two years later). There have also been attempts to establish cognitive methodology in Slovenian linguistics. In Slovenia, we first read about cognitive science in the writings from the 1990s by a natural scientist Mitja Peruš, which is followed by research of some of Slovene language researchers (coming from the areas of linguistics, cognitive linguistics, and teatrology). So far, there have been no sounding discussions of the interdisciplinary connection of cognitive linguistics and teatrology. Thus, this article brings an overview of the content of the existing literature on cognitivism, and in the framework of

the latter, it puts an emphasis on speech, and offers guidelines on how to connect cognitivism and teatrology in the framework of stage speech in Slovenia.

Martin Vrtačnik, univerzitetni diplomirani slovenist, je gledališki lektor v Mestnem gledališču ljubljanskem. V okviru doktorskega študija Humanistika in družboslovje na ljubljanski Filozofski fakulteti na interdisciplinaren način povezuje slovenistiko (kognitivno jezikoslovje) in teatrologijo (praktično dramaturgijo) ter podaja smernice za oblikovanje optimalnega odrskega govora, temelječega na sodobni jezikovni zavesti. Prispevke je objavil v *Jeziku in slovstvu*, *Obdobjih* in *Slavii Centralis*.

Martin Vrtačnik graduated in Slovenian studies; he works as a theatre speech consultant at Ljubljana City Theatre. In his PhD research in Humanities and Social Sciences at the Faculty of Arts (Ljubljana) he is bringing together Slovenian studies (cognitive linguistics) and theatre studies (practical dramaturgy) in an interdisciplinary way, as well as setting guidelines for the formulation of the optimal stage speech, based on contemporary linguistic consciousness. His publications include the articles in journals *Jezik in slovstvo*, *Obdobja* and *Slavia Centralis*.

